



Office of Special Education

Missouri Annual Blind/Visually Impaired Literacy Study

December 2024

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PURPOSE

The Missouri Department of Elementary and Secondary Education (DESE), per Section 162.1136, RSMo, conducts an annual study of the educational status of eligible blind/visually impaired students and reports the findings to the Missouri Legislature on the first day of December each year. Additional copies of this report may be obtained at <http://dese.mo.gov/special-education/blindness-literacy-reports>.

BACKGROUND

The information contained in this report pertains to the 12 data elements identified by statute (Section 162.1136, RSMo). An “eligible student” is statutorily defined as “any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than 20 degrees, and who is eligible for special education services for the visually impaired as defined in the DESE State Plan” (Section 162.1130, RSMo). For the purposes of this report, “eligible student” is any student meeting the eligibility requirements for visual impairment/blindness in the Missouri State Plan for Special Education - Part B which includes the category of students previously reported as “partially sighted” (see Appendix A for the eligibility definition of visual impairment/blindness).

DATA ELEMENTS

Data Element 1: The methodology of the study.

Data provided in this study were collected from three sources – American Printing House, Inc. (APH) which collects data for the Federal Quota Registration; DESE which collects data on all students, including students with disabilities; and Missouri Department of Social Services (DSS), Rehabilitation Services for the Blind (RSB) which provides a variety of services to Missourians with visual impairments.

APH

Data collected from APH for the Federal Quota Registration include students who are eligible to receive materials provided by the Federal Act to Promote the Education of the Blind (e.g., braille, large print, audio). To be eligible for the Federal Quota Registration, students must meet the definition of blindness, i.e., "central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist." As of 2024, students can also qualify under the Individuals with Disabilities Education Act (IDEA) definition of blindness, "an impairment in vision, that, even with correction, adversely affects a child's educational performance." This means any student who is not considered legally blind can qualify if their vision adversely impacts their education and they have accommodations for their vision written into their education plan.

Data from APH includes counts of students with less than college level enrolled in any formally organized public, private, or non-profit educational program. The data are by grade placement, i.e., preschool and school-age categories, and by primary reading medium. The Federal Quota Registration categories considered for this literacy study include preschool and kindergarten through grade 12. Further descriptive information beyond the scope of this report may be found at <https://www.aph.org/about-federal-quota/>.

Missouri DESE

DESE collects student-level data from local education agencies (LEAs) through the Missouri Student Information System (MOSIS). MOSIS includes data regarding students ages 3 to 21 with disabilities including students meeting the eligibility requirements for visually impaired/blindness, i.e., impairment in vision that, even with correction, adversely affects a child's educational performance. This definition includes both partial sight (visual acuity of 20/70 to 20/200 in the better eye with the best correction by glasses) and blindness (visual acuity of 20/200 or less in the better eye after the best correction by glasses or a visual field measuring 20 degrees or less). Note that many preschool children are reported as a Young Child with a Developmental Delay (YCDD) regardless of disability type and, therefore, would not be included in these counts.

Other required data are collected by DESE via survey. The Blind Literacy Survey (BLS) collects information annually in January concerning students recorded by APH on the Federal Quota Registration. This survey yields counts of blind students ages 3 to 21 who

- receive materials in braille and braille-related services;
- receive materials in braille and braille-related services but no longer receive braille instruction; and
- use a slate and stylus or other braille writing device.

In 2023-24, a total of 351 LEAs and other agencies returned a survey.

Missouri DSS, RSB

RSB provided data regarding the counts of blind/visually impaired students who

- received transition planning services from RSB and
- were referred to RSB by an LEA.

For further information, see <http://www.dss.mo.gov/fsd/rsb/>.

Calculations

The eligibility definition for the Federal Quota Registration contains similar language as the Missouri statutory definition (Section 162.1130, RSMo) and the Missouri State Plan for Special Education – Part B (see Appendix A and Appendix B). However, the varying reporting requirements for APH and MOSIS yield different counts. The primary variances are as follows:

- APH Federal Quota Registration counts are collected annually on the first Monday in January on the basis of blindness alone or with other disabilities with no primary disability designated.
- MOSIS counts are collected annually on December 1 on the basis of visual impairment, which includes partial sight as well as blindness as the primary disability. Therefore, the visual impairment/blindness category includes students who would not be counted on the APH Federal Quota Registration, but on the other hand, would not include some students reported on APH because the primary disability designated is not partially sighted or blindness, including early childhood special education (ECSE) students in the YCDD category used by many LEAs for all ECSE children.
- In order to ensure validity given these variances, data from APH and MOSIS are not combined for calculations or comparative analyses, and data sources are noted on all tables and charts.

Data Element 2: The percentage of eligible students in the study who read braille, standard print, or large print.

Blind/Visually Impaired Students
Number and Percentage by Primary Reading Medium: Ages 3 to 21

Year	2019-20		2020-21		2021-22		2022-23		2023-24	
	Primary Reading Medium	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage	Total
Braille Readers	78	7.4%	71	7.0%	67	6.7%	73	7.5%	73	5.9%
Visual Readers*	322	30.5%	318	31.5%	305	30.4%	324	33.2%	486	39.2%
Large Print	194	18.4%	197	19.5%	181	18.1%	183	18.7%	236	19.0%
Regular Print	33	3.1%	21	2.1%	21	2.1%	36	3.7%	88	7.1%
Screen Enlargement	69	6.5%	70	6.9%	81	8.1%	80	8.2%	120	9.7%
Optical Devices	26	2.5%	30	3.0%	22	2.2%	25	2.6%	42	3.4%
Auditory Readers	27	2.6%	30	3.0%	32	3.2%	40	4.1%	43	3.5%
Pre-readers	282	26.7%	259	25.6%	293	29.2%	228	23.3%	279	22.5%
Non-readers	347	32.9%	333	32.9%	305	30.4%	312	31.9%	359	29.0%
Total	1,056	100.0%	1,011	100.0%	1,002	100.0%	977	100.0%	1,240	100.0%

Data Source: APH data for Federal Quota Registration as of July 23, 2024 (reflects enrollment data as of January 1, 2024, count date). Percentage of Readers = (Number in Primary Reading Medium/Number of Eligible Students) x 100.

*Visual Readers include large print, regular print, screen enlargement, and optical devices.

Primary Reading Medium Definitions (APH)

- Braille Readers – Students primarily using braille in their studies.
- Visual Readers – Students primarily using optical devices, screen enlargement, large print/large type hardcopy, or regular print in their studies.
- Auditory Readers – Students primarily using a reader or auditory materials in their studies.
- Pre-readers – Students working on or toward a readiness level; older students with reading potential.
- Non-readers – Non-reading students; students who show no reading potential; students who do not fall into any of the above categories.

Findings for Data Element 2

- As mentioned on page 5, students can qualify under the IDEA definition of blindness. Thus, any student who is not considered legally blind can qualify if their vision adversely impacts their education and they have accommodations for their vision written into their education plan starting 2024. Due to the guidelines for qualification changing in December 2023, more students registered in Missouri this year.
- The pattern of primary reading medium usage among students ages 3 through 21 is similar between 2022-23 and 2023-24, yet the percentage of braille readers decreased from 7.5 percent to 5.9 percent. The percent of visual readers increased from 33.2 percent to 39.2 percent and among visual readers, the percent of regular print users increased about two times (3.7 percent to 7.1 percent). The increase of regular print user could be due to the inclusion of students who are not considered legally blind.
- Non-readers comprise 29.0 percent of total blind or visually impaired students, which is slightly lower than the national average of 29.5 percent.

Data Element 3: The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in Section 162.1130, RSMo.

Note: Data reporting requirements differ between APH and MOSIS counts. See "Calculations" on page 7 for the different requirements. Other LEAs are all Missouri public schools except Missouri School for the Blind (MSB).

Number of Blind/Visually Impaired Students

School Year	2019-20			2020-21			2021-22			2022-23			2023-24		
	Other LEAs	MSB	Total	Other LEAs	MSB	Total	Other LEAs	MSB	Total	Other LEAs	MSB	Total	Other LEAs	MSB	Total
Ages 3 to Pre-K	57	NA	57	45	NA	45	42	NA	42	36	NA	36	36	NA	36
Ages 5 to 21	421	36	457	407	41	448	419	44	463	433	42	475	445	47	492
Total	478	36	514	452	41	493	461	44	505	469	42	511	481	47	528
Annual Percent Change	1.5%	2.9%	1.6%	-5.4%	13.9%	-4.1%	2.0%	7.3%	2.4%	1.7%	-4.5%	1.2%	2.6%	11.9%	3.3%

Data Source: DESE MOSIS data as of September 5, 2024 (reflects December 1, 2023, count date). Totals for ages 3 to pre-kindergarten are not applicable to MSB, which serves students of kindergarten age eligibility and older. Counts include parentally-placed private school children receiving services from LEAs.

APH Federal Quota Registration
Number of Blind/Visually Impaired Students

School Year	2019-20			2020-21			2021-22			2022-23			2023-24		
	LEAs/ Private Schools	MSB	Total	LEAs/ Private Schools	MSB	Total	LEAs/ Private Schools	MSB	Total	LEAs/ Private Schools	MSB	Total	LEAs/ Private Schools	MSB	Total
Ages 3 to Pre-K	166	NA	166	133	NA	133	137	NA	137	135	NA	135	195	NA	195
Ages 5 to 21	858	32	890	844	39	883	826	39	865	805	37	842	1,003	42	1,045
Total	1,024	32	1,056	977	39	1,016	963	39	1,002	940	37	977	1,198	42	1,240
Annual Percent Change	1.7%	3.2%	1.7%	-4.6%	21.9%	-3.8%	-1.4%	0.0%	-1.4%	1.5%	-5.1%	-2.5%	27.4%	13.5%	26.9%

Data Source: APH data for Federal Quota Registration as of July 23, 2024 (reflects January 1, 2024, count date). Other LEAs and private schools include any formally organized public or private, non-profit educational program of less than college level except MSB (see Appendix B for further information).

Findings for Data Element 3

Based on MOSIS data:

- The total number of blind/visually impaired students ages 3 to 21, in all LEAs and MSB, has increased from 511 in 2022-23 to 528 in 2023-24 (3.3 percent).
- The number of blind/visually impaired students ages 5 to 21, in LEAs other than MSB, has increased from 433 in 2022-23 to 445 in 2023-24 (2.6 percent).
- The number of blind/visually impaired students ages 3 to 5 (pre-kindergarten) is 36 children reported by 29 LEAs in 2023-24, which remains the same from 2022-23.
- The number of students attending MSB increased from 42 in 2022-23 to 47 in 2023-24 (11.9 percent).

Based on data from APH:

- The total number of blind/visually impaired students ages 3 to 21, in LEAs and MSB, increased from 977 in 2022-23 to 1,240 in 2023-24 (n = 263, 26.9 percent). The large increase is explained by a change in APH's qualification.
- The number of blind/visually impaired students ages 3 to 21, in LEAs other than MSB, increased from 940 in 2022-23 to 1,198 in 2023-24 (n=258, 27.4 percent).

Data Element 4: The number of students currently reading braille, large print, and standard print.

Note: For definitions of academic non-graded and other registrants, see Appendix B.

Grade or Level	Braille Readers	Large Print	Regular Print	Optical Devices	Screen Enlargement	Auditory	Non-readers	Pre-readers	Totals
Infant Program	2	0	0	0	0	0	0	172	174
Pre-school	1	13	3	0	1	1	39	130	188
K	2	6	3	4	3	1	18	39	76
1	4	24	10	3	1		20	24	86
2	6	18	15	3	6	4	23	20	95
3	6	23	7	3	9	1	25	12	86
4	2	22	4	1	10	3	29	8	79
5	3	20	4	3	4	2	26	10	72
6	3	20	13	2	8	2	24	6	78
7	10	14	4	3	8	3	26	6	74
8	5	14	5	4	13	7	20	6	74
9	6	24	3	6	10	2	23	5	79
10	4	15	11	3	15	6	25	3	82
11	8	10	3	4	19	4	22	0	70
12+	12	13	4	3	13	7	40	3	95
Total	74	236	89	42	120	43	360	444	1,408
Percent of Total	5.3%	16.8%	6.3%	3.0%	8.5%	3.1%	25.6%	31.5%	100.0%

Data Source: APH data for Federal Quota Registration as of July 23, 2024 (reflects January 1, 2024, count date).

Note: Starting 2023, APH does not use the Academic Non-graded, Functional Curriculum, Transition Placement, and Other Registrants categories for the registration. "12+" includes students who are in grade 12 and students who are continuing to receive special education services under IDEA under age 22.

Primary Reading Medium Definitions APH

The primary reading medium includes braille readers, visual readers (large print, regular print, screen enlargement, and optical devices), auditory readers, pre-readers, and non-readers. Definitions of the primary reading medium may be found in Appendix B (page 24).

Findings for Data Element 4

- Approximately 5.3 percent (n=74) of eligible students ages birth to 21 use braille as their primary reading medium.
- Pre-readers (students working on or toward a readiness level or older students with reading potential) and non-readers (students who show no reading potential or students who do not fall into any of the above categories) are the most common categories at 31.5 percent (n=444) and 25.6 percent (n=360), respectively.
- The percent of students who used regular print increased from 3.1 percent in 2022-23 to 6.3 percent in 2023-24.
- Less than four percent of eligible students used optical devices (3.0 percent) and auditory (3.1 percent), respectively.

Data Element 5: The number of braille-reading students who no longer receive any instruction in braille reading and writing but do receive materials in braille and braille-related services.

School Year	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Non-Instructional Recipients	26	21	24	16	35
Total Braille Readers (Receive materials in braille and braille-related services)	183	186	177	185	160
Percent of Total Braille Readers	14.2%	11.3%	13.6%	8.6%	21.9%

Data Sources: Number of Non-Instructional Recipients (braille readers not receiving braille reading and writing instruction) and Total Number of Braille Readers from BLS as of September 5, 2024 (reflects January 1, 2024, count date). Percent of Total Braille Readers = (Number of Non-Instructional Recipients/Total Braille Readers) x 100.

Findings for Data Element 5

- The number of non-instructional recipients increased from 16 in 2022-23 to 35 in 2023-24.
- The non-instructional recipients as a percent of total braille readers increased from 8.6 percent in 2022-23 to 21.9 percent in 2023-24.

Data Element 6: The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the state of Missouri.

School Year	2019-20	2020-21	2021-22	2022-23	2023-24
LEAs except MSB	87	81	73	74	80*
MSB	15	16	13	13	14
Total LEAs	102	97	86	87	94

Data Source: DESE MOSIS and Educator Certification data as of September 5, 2024. Counts are of teachers certificated in blind/partially sighted (kindergarten through grade 12), employed in any Missouri LEA, and teaching any special education class. MSB teacher counts include all teachers at MSB regardless of certification area.

* Forty-six LEAs in 2023-24 reported at least one teacher of the visually impaired.

Findings for Data Element 6

- The number of teachers certificated in blind/partially sighted employed in LEAs to provide special education services has increased 8.1 percent (n=6) from 2022-23 and the number of MSB teachers has increased 7.7 percent (n=1) from 2022-23.
- The total number of teachers certificated in blind/partially sighted and employed in LEAs to provide special education services and MSB teachers increased 8.0 percent (n = 7) from 87 in 2022-23 to 94 in 2023-24.

Data Element 7: The number of eligible students who use a slate and stylus and/or other devices in writing braille.

School Year	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Braille Writers	97	113	146	140	104

Data Source: Number of Braille Writers from the BLS as of September 5, 2024 (reflects January 1, 2024, count date).

Findings for Data Element 7

- The number of braille writers decreased from 140 in 2022-23 to 104 in 2023-24 (25.7 percent).

Data Element 8: The number of eligible students educated in the general classroom (Inside Regular Class greater than 79 percent), in an itinerant or resource classroom (Inside Regular Class 40 to 79 percent), in a self-contained classroom (Inside Regular Class less than 40 percent), or in a separate educational facility.

Blind/Visually Impaired Students
Number of School-Age Placements by Age

2023-24

Age	Placements										LEAs	MSB	Total
	Inside Regular Class >79%	Inside Regular Class 40% to 79%	Inside Regular Class <40%	Parentally Placed Private	Private Separate Day Facility	Public Separate Day Facility	Homebound/ Hospital	Private Residential Facility	State Operated Separate School (except MSB)	Total Other LEAs	Total MSB		
5	12	2	0	0	0	0	0	0	0	14	0	14	
6	17	2	1	0	0	0	0	0	0	20	0	20	
7	32	14	1	1	0	0	0	0	0	48	1	49	
8	16	8	2	0	0	0	0	0	0	26	0	26	
9	31	11	4	1	0	0	0	0	0	47	1	48	
10	17	6	2	1	0	1	1	0	0	28	0	28	
11	19	6	0	3	0	0	0	0	0	28	1	29	
12	32	2	2	1	0	0	0	0	0	37	3	40	
13	23	11	1	1	0	0	0	0	0	36	2	38	
14	30	5	0	1	0	1	0	0	0	37	6	43	
15	31	5	0	1	0	0	0	1	0	38	8	46	
16	17	6	1	0	0	0	0	0	0	24	3	27	
17	21	4	5	0	0	1	1	0	0	32	5	37	
18	16	5	4	0	0	0	0	0	0	25	7	32	
19	2	1	0	0	0	0	0	0	0	3	5	8	
20	0	1	0	0	0	0	1	0	0	2	3	5	
21	0	0	0	0	0	0	0	0	0	0	2	2	
Total	316	89	23	10	0	4	2	1	0	445	47	492	
Percent	71.0%	20.0%	5.2%	2.2%	0.0%	0.9%	0.4%	0.2%	0.0%	90.4%	9.6%	100.0%	

Data Source: DESE MOSIS data as of September 5, 2024 (reflects December 1, 2023, count date).

Note: Other LEAs are all Missouri public schools except MSB.

Findings for Data Element 8

- More than two-thirds of blind/visually impaired students (71 percent, n=316) are placed inside the regular classroom more than 79 percent of the time in 2023-24.
- About 20 percent of blind/visually impaired students (n=89) are placed inside the regular classroom 40 percent to 79 percent of the time in 2023-24.
- More than five percent of blind/visually impaired students (n=23) are placed inside the regular classroom less than 40 percent of the time in 2023-24.
- Among 492 blind/visually impaired students, 90.4 percent (n=445) are in other LEAs and 9.6 percent (n=47) are at MSB.

Data Element 9: The graduation rate of eligible students compared to those students who are not disabled.

Graduation Rates for Blind/Visually Impaired Students and All Students

	4-Year Graduation Data			5-Year Graduation Data			6-Year Graduation Data			7-Year Graduation Data		
	Blind/Visually Impaired	All Students	Blind/Visually Impaired	All Students	Blind/Visually Impaired	All Students	Blind/Visually Impaired	All Students	Blind/Visually Impaired	All Students	Blind/Visually Impaired	All Students
Year	# of VI Grads	VI Grad Rate	Grad Rate	# of VI Grads	VI Grad Rate	Grad Rate	# of VI Grads	VI Grad Rate	Grad Rate	# of VI Grads	VI Grad Rate	Grad Rate
2019-20	26	76.5%	89.7%	27	77.1%	91.3%	27	79.4%	91.6%	29	85.3%	91.8%
2020-21	30	69.8%	89.4%	33	76.7%	91.2%	35	81.4%	91.5%	37	86.0%	91.6%
2021-22	31	86.1%	90.0%	32	86.5%	91.5%	33	89.2%	91.8%			
2022-23	31	83.8%	90.0%	33	89.2%	91.6%						
2023-24	37	88.1%	90.6%									

Data Source: DESE MOSIS data as of September 5, 2024.

Formulas: Adjusted cohort graduation rates: Percent of students graduating within four, five, six, or seven years.

Findings for Data Element 9

- The four-year graduation rate for blind/visually impaired students increased from 83.8 percent in 2022-23 to 88.1 percent in 2023-24.
- For the last five years, the number of four-year blind/visually impaired graduates shows an increasing trend (26 graduates in 2019-20 to 37 graduates in 2023-24).
- Since graduation rates are calculated based on a small number of blind/visually impaired students, small changes in numbers of students can dramatically change the graduation rates.

Data Element 10: The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age 21.

Exit Category	2019-20	2020-21	2021-22	2022-23	2023-24
Received Certificate	0	0	0	0	0
Reached Maximum Age	0	0	0	0	0
Moved, Not Known to be Continuing	0	0	1	0	0
Dropped Out	3	1	1	1	1
Total Dropouts	3	1	2	1	1

Data Source: DESE MOSIS data as of September 5, 2024.

Exit Category	2019-20	2020-21	2021-22	2022-23	2023-24
Exited at Age 21 without Diploma	0	0	0	0	0

Data Source: DESE MOSIS data as of September 5, 2024. The number includes Reached Maximum Age and Received Certificate exit categories.

Findings for Data Element 10

In the 2023-24 school year, one blind/visually impaired student dropped out and no blind/visually impaired students reached age 21 and were terminated from formal education without attaining a high school diploma.

Data Element 11: The number of eligible students who received transition planning services with the cooperation of RSB or Vocational Rehabilitation (VR) as part of their Individualized Education Program (IEP).

Note: VR services for the blind are provided by RSB rather than by VR. RSB delivers VR services to eligible blind/visually impaired students ages 14 and over and to their families statewide (further information may be found at <http://www.dss.mo.gov/fsd/rsb/>).

School Year	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Student Recipients	245	261	206	239	262

Data Source: Number of student recipients from RSB as of August 26, 2024.

Findings for Data Element 11

- The number of students who received transition planning services with the cooperation of RSB or VR services is 262 in 2023-24, which shows a gradual increase for the past five years.

Data Element 12: The number of eligible students referred to RSB or VR.

Note: VR services for the blind are provided by RSB rather than by VR. All children ages birth to 21 or older identified as visually impaired upon parental consent or consent of the student (if the student is at least age 18) are to be referred by the LEA to RSB. Additional information concerning the referral process may be found at <http://www.dss.mo.gov/fsd/rsb/>.

School Year	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Students Ages 0-21 Referred	90	83	89	91	121

Data Source: RSB data as of August 26, 2024.

Findings for Data Element 12

- The number of blind/visually impaired students referred to RSB increased by 33.0 percent from in 2022-23 (n=91) to 121 in 2023-24 (n=30). The large increase is explained by outreach efforts. In 2023-24, staff members of the Children's Services program for RSB did outreach to ensure a better understanding of the VR process for students with vision loss at state and LEA levels. These efforts led to more referrals for students than in prior years.

APPENDICES

APPENDIX A - Missouri State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition

Visual Impairment/Blindness Definition

Visual Impairment, including blindness, means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

APPENDIX B - Federal Quota Registration

The Federal Quota Registration is the census that records students who are eligible to receive materials provided by the federal Act to Promote the Education of the Blind. These Federal Quota accounts are maintained and administered by the APH and its Ex Officio Trustees. Instructions are distributed statewide to schools by MSB for the APH Federal Quota Registration as outlined by APH per federal requirements (see <https://www.aph.org/about-federal-quota/>).

ELIGIBILITY

To be eligible for registration in the Federal Quota Program, students MUST meet the following criteria, as outlined in the Act to Promote the Education of the Blind:

- Meet the definition of legal blindness: "central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist."
- Be enrolled in a formally organized public or private, nonprofit educational program of less than college level. Note: The educational programs providing services to these students can include public, private, and parochial schools.
- Be enrolled with the registering school or agency on the first Monday in January.

Eligibility of Infants, Preschool Children, and Homebound Students: Eligible infants, preschool children, and homebound students can be registered if they are enrolled in a formally organized, regularly scheduled educational or training program and have a written education plan.

Eligibility of Students Who Are Home Schooled: In order for blind students enrolled in home school programs to prove eligibility for registration in the Federal Quota Program, the home school program should meet guidelines and/or procedures in effect within the state.

Eligibility of Adults: There is no chronological age limit for eligibility. The federal law limits registration to persons working at less than college level but places no restriction on the age of eligible students. Legally blind adult students in education programs must "have a written instruction plan and be enrolled in and attend, on a regular basis, an instructional program of at least 20 hours of instruction per week. Social and leisure programs do not qualify as instructional programs."

INFORMATION TO BE REPORTED

For each eligible student, the following data must be reported (see reporting codes and definitions below):

- name of the LEA, private school, or agency enrolling the student
- name of student
- date of birth
- grade placement
- measurement of vision in the right eye, measurement of vision in the left eye
- primary reading medium
- secondary reading medium
- any additional reading medium
- written education plan (indication that one exists)

DEFINITIONS OF REQUIRED INFORMATION AND REPORTING CODES

Preschool and School-Age Students: This is not to include any eligible participants over school age.

Reporting Code	Definition
IP	Infants: Children of preschool age served by infant programs.
PS	Preschool Students: Children of preschool age served by preschool programs.
KG	Kindergarten Students: Children enrolled in kindergarten classes.
01 - 12	Students of School Age: Determined by state law, in regular academic grades 1 through 12. Please indicate grade placement by using numerals 01 through 12.
12+	Students who are in grade 12 and/or students who are continuing to receive special education services under IDEA until the student turns age 22.

Note: Starting 2023, APH does not use the Academic Non-graded, Functional Curriculum, Transition Placement, and Other Registrants categories for the registration.

Vision Measurements and Reporting Codes

Reporting Code	Visual Measurement
20/200	Distance Vision: 20/200 or less with maximum correction using the Snellen Chart (example: 20/200 or 20/400).
VF	Visual Field: Restricted field of 20 degrees or less (add the degree of restriction after the VF code, for example: VF20, VF10, VF6).
CF	Counts Fingers: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart.
FDB	Functions at the Definition of Blindness: Use when visual functioning is reduced by a brain injury or dysfunction and visual acuity is not possible to determine using the Snellen Chart; includes cortical visual impairment (CVI).
HM	Hand Movements: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart.
OP	Object Perception: Should be used only when an eye specialist finds it is not possible to use the Snellen Chart. This may be noted on the eye report as CSM (central steady maintained if an object is used in testing) or some variation of this descriptor.
LP	Light Perception only or perceives and localizes light: This may be noted on eye report as LPP (light perception with projection), BTL (blinks to light), or CSM (central steady maintained if light is used in testing). If CSM is reported but the stimulus used in testing is not indicated, use Light Perception as the eye measurement.
NIL	Totally Blind with no light perception.

Reading Media

Primary Reading Media and Reporting Codes: The primary reading medium is to be reported for each student using the following reporting codes. Only these codes will be accepted. Note: Infants and preschoolers identified as visual, braille, or auditory readers should be reported using the appropriate media code.

Reporting Code	Primary Reading Medium
B	Braille Readers: Students primarily using braille in their studies.
A	Auditory Readers: Students primarily using a reader or auditory materials in their studies.
PRE	Pre-readers: Students working on or toward a readiness level; infants, preschoolers, or older students with reading potential.
S-R	Symbolic/Non-readers: Non-reading students; students who show no reading potential; students who do not fall into any of the above categories (this code was formerly N-R but was changed for the 2018 registration for improved clarity).
DV	Optical Devices: Students using optical devices that may be used with standard print as an aid to reading print.
EL	Screen Enlargement: Students using large print via electronic screen enlargement software or a video magnifier as an aid to read print.
LT	Large Type/Large Print Hardcopy: Students using large print hardcopy.
RP	Regular Print.

Secondary and Additional Reading Medium

- Secondary Reading Medium is the reading format used to some extent as a second choice.
- Additional Reading Medium is a reading format beyond the primary and secondary mediums that is used some of the time.

Reporting Code	Secondary/Additional Reading Medium
B	Braille Readers: Students using braille in their studies.
A	Auditory Readers: Students using a reader or auditory materials in their studies.
DV	Optical Devices: Students using optical devices that may be used with standard print as an aid to reading print.
EL	Screen Enlargement: Students using large print via electronic screen enlargement software or a video magnifier as an aid to read print.
LT	Large Type/Large Print Hardcopy: Students using large print hardcopy.
RP	Regular Print: Students using standard print with no enlargement.
NA	Not Applicable: Student with no additional reading media.

Written Education Plans/Assessments and Reporting Codes

Reporting Code	Written Plan/Assessment
IEP	Individualized Education Program.
504 Plan	A legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular education setting. It is not an IEP as is required for special education students. However, a student moving from a special education to a regular education placement could be placed under a 504 plan.
Other	Any other written education plan.
LVA	Clinical Low Vision Evaluation: an assessment of visual functioning that is conducted by an optometrist or ophthalmologist who specializes in low vision and includes tasks to identify whether an individual could benefit from the use of optical devices (reading glasses, magnifiers) or services (instruction in the use of devices).
LMA	Learning Media Assessment: an objective process of systematically selecting learning and literacy media for students with visual impairments.

APPENDIX C - DESE Special Education Educational Environments and Dropout Categories

SPECIAL EDUCATION EDUCATIONAL ENVIRONMENT CATEGORIES

School-Age Educational Environment Categories (Ages 5 and in Kindergarten to 21)

Inside regular class 80 percent or more of the day: Students with disabilities who are inside the regular classroom for 80 percent or more of the school day. This may apply to students with disabilities placed in

- regular class with special education/related services provided within regular classes.
- regular class with special education/related services provided outside regular classes.
- regular class with special education services provided in resource rooms.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the LEA is providing special education and related services.

Inside regular class no more than 79 percent of the day and no less than 40 percent of the day: Students with disabilities who are inside the regular classroom between 40 and 79 percent of the day. This does not apply to students who are receiving education programs in public or private separate school or residential facilities. This may apply to students placed in

- resource rooms with special education/related services provided within the resource room.
- resource rooms with part-time instruction in a regular class.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the LEA is providing special education and related services.

Inside regular class less than 40 percent of the day: Students with disabilities who are inside the regular classroom less than 40 percent of the school day.

This does not apply to students who are receiving education programs in public or private separate schools or residential facilities. This category may apply to students placed in

- self-contained special classrooms with part-time instruction in a regular class.
- self-contained special classrooms with full-time special education instruction on a regular school campus.

This could include students with disabilities placed in an alternative school program with non-disabled peers. Do not include students with disabilities who are parentally placed in private schools to whom the LEA is providing special education and related services.

State Operated Separate School: This category should only be used by MSB, Missouri School for the Deaf (MSD), and Missouri Schools for the Severely Disabled (MSSD). Other LEAs should not report resident students who are attending these state operated separate schools.

Private Separate (Day) Facility: Students with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with whom LEAs contract to provide special education services to resident students.

Public Separate (Day) Facility: Students with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by an LEA. This does not include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

Homebound/Hospital: Due to student's illness, medically fragile condition, or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

Private Residential Facility: Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities, who are placed by the LEA IEP team. This does not include students living in private residential facilities but attending LEAs.

Parentally Placed Private School Children: Students with disabilities who are parentally placed in private schools, including home schools, and are receiving special education and related services from the LEA.

SPECIAL EDUCATION DROPOUT CATEGORIES

Dropout Categories (Ages 14 to 21)

Received a Certificate: Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who reached age 21 or otherwise terminated their education and who have met the LEA's attendance requirements.

Reached Maximum Age: Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and did not receive a diploma or certificate of attendance.

Moved, Not Known to be Continuing: Students with disabilities who have moved out of the LEA and are not known to be continuing in any type of educational program (i.e., no records request from another educational program).

Dropped Out: Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through any of the other categories. This includes dropouts, runaways, expulsions, High School Equivalency Test (HiSET) recipients, and status unknown.